

THE AMERICAN TEACHER



The Government of the Philippines is extending and strengthening its health services with the help of the UN and its specialized agencies, the World Health Organization and UNICEF. UNATIONS photo.

• January • 1954 •

Fair play in Congressional investigations

DURING recent months, the House Un-American Activities Committee has been moving into various areas of the country, exposing one-time Communist teachers. Three thoughts immediately come to mind:

1. The most encouraging thing, despite the publicity and propaganda, is the conclusive proof that there exists no more loyal and cooperative group of workers in America than its teachers. For with all of the shouting, only a very small number of teachers have been accused of being subversive. The American people can be justly proud of the loyalty and devotion of their teachers.

2. The House Un-American Activities Committee is 12 years behind in exposing subversive teachers. In 1941, the AFT, in orderly, democratic fashion, following careful investigation, filing of charges, and lengthy hearings, decided, by majority vote of the entire membership, to revoke the charters of the New York Teachers Union and the Philadelphia Teachers Union. Later, the New York Teachers Guild, Local 2, and the Philadelphia Federation of Teachers, Local 3, were chartered as AFT affiliates in place of the locals whose charters had been revoked. The two new locals have supported sound, forward-looking education and civic undertakings in their respective cities. Their achievement is all the more significant when we consider that their program has met constant interference and obstruction from the locals which were expelled but which have continued to operate and to receive official recognition throughout the past 12 years.

The AFT constitution contains a clause barring Communists from membership and we are proud we took the lead, over 12 years ago, in pointing out the danger and ridding our organization of subversive elements. We are particularly proud that in doing this we followed orderly and democratic procedures.

3. Under our Constitution, the U.S. Congress was established as a legislative body. The Congress today has sometimes acted as a prose-

**CARL J.
MEGEL**



cuting body. This was not the intent as established by our Constitution. If Congressional investigations are conducted in such a way as to reflect dignity and preserve human rights, they can be valuable in formulating and supporting good legislation. Unfortunately, however, many investigations have taken on a partisan political aspect.

Senator Paul Douglas of Illinois, a long-time AFT member, in a statement entitled "Fair Play in Congressional Investigations," has offered the following ten suggestions for fair play:

1. Witnesses reflecting adversely upon other persons should be called to testify at a public hearing only after they have been examined in executive session and their relative credibility established. In other words, unreliable witnesses should not be allowed to wreck reputations.

2. Testimony adversely affecting any person should not be received in a public hearing unless it has first been heard in private and corroborated by other witnesses or by documentary material.

3. Derogatory material not developed in public hearings, rumors, and other unsubstantiated reports or confidential data should not be issued to other private citizens or leaked to the press by the members or staff of a committee. Star chamber proceedings are as bad in connection with a man's reputation as with his life.

4. If it seems probable that a person is likely to be adversely reflected upon in public testimony, he should be notified in advance of the probable nature of the charges, invited to be present at the hearing, and permitted to make a brief but adequate statement at the conclusion of the adverse testimony. Alternatively, he should be permitted to submit a

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Compulsory membership— an undemocratic practice in school administration

ONE OF the most undemocratic phases of school administration in the United States is that of compelling or pressuring teachers to join non-union teachers' organizations. A number of recent experiences of the AFT in various parts of the United States have emphasized the need for constant alertness and effective action against this serious violation of democratic principles in the public schools of the nation.

Many modern school administrators recognize that teachers have the right to join professional organizations of their own choosing without pressure or persuasion from their superiors. These democratic administrators deserve the highest commendation. There are too many, however, of the outmoded paternal type who bring pressure on teachers to join certain organizations approved by the administration. Too many of them talk and write of democracy in the schools but employ dictatorial methods in their own administrative practices.

AFT policy

Sometimes the charge is made that the AFT is attempting to drive a wedge between the classroom teachers and the administrators who hire, fire, and supervise teachers. This is by no means true, since the wedge which the AFT is trying to drive is not between teachers and administrators but between teachers and undemocratic administration. It is the policy of the AFT to provide the strongest possible support of competent and democratic administration. In school administration, as elsewhere, the AFT actively opposes violation of democratic procedures.

The recent turbulence in the schools of the state of Utah and the organization of several AFT locals in that state have brought to light one of the worst examples of enforced membership in non-union teachers' organizations. In many places in Utah a stipulation is actually included in the teachers' contracts which makes membership in the Utah Education Association a condition of employment. While court deci-



**IRVIN R.
KUENZLI**

sions in recent years have indicated that membership in a private organization, as a requirement for public employment, is illegal, this practice is widespread in the state of Utah. Even if this practice were not illegal it is a serious violation of the basic principles of democratic government.

In many school systems applicants for teaching positions are asked in the application forms whether they will agree to join certain non-union teachers' organizations if they are employed as teachers. In many places, also, even though the printed application may not contain the questions regarding willingness to join the "company union," teachers are questioned orally by the employing administrator regarding their professional affiliations. Some administrators frankly or tactfully warn against union affiliation.

Examples of pressure tactics

In a southern city a new superintendent is reported to have announced to the teachers at the first general teachers' meeting: "I desire that all of you join the state teachers' association. If you do not join, I want you to come to my office and explain why you did not join." In American industry such pressure on employees to join or not to join certain organizations is not only considered highly undemocratic but is also illegal. In this particular city, which is economically very prosperous, the maximum salary paid to classroom teachers is \$200 less than the average wages of factory workers in the United States. The superin-

tendent, who is actively opposing the AFT local, receives more than five times as much salary as the average classroom teacher. Yet this administrator declares piously that teachers are too "professional" to belong to unions. He has not yet announced any formula, however, by which bills for rent, groceries, clothing, doctor bills, life insurance, etc., can be paid with checks from a fund of nebulous professionalism. An administrator who collects in salary five times as much as the average classroom teacher—who actually does the work of teaching children—may feel adequately rewarded for his professionalism. In some instances administrators have been employed at high salaries through the influence of pressure groups for the purpose of keeping school costs at a minimum—and with promises of even higher salaries if they succeed in keeping school costs down at the expense of classroom teachers.

In a large midwestern city where there is a very strong AFT local a "highly professional" superintendent has used the following procedures to strengthen a very weak non-union teachers' association and to weaken the AFT local. First, a joint dinner meeting of the two organizations was arranged to honor the retired teachers—since all teachers were united in this non-controversial project. Then, having demonstrated unity of action, the superintendent advocated and established a "teachers' council." Thereafter the salary negotiations were conducted through the Council rather than through the AFT local. Finally "free membership" without dues the first year was offered by the non-union association to all new teachers. Essentially this same pattern has been employed in many places in attempting to weaken or destroy the union and to strengthen the "company unions." In fact, there is substantial evidence that the plan has been worked out and recommended by non-union educational organizations which are under administrative domination.

Numerous instances have been reported to the National Office at the AFT where highly undemocratic methods have been used by administrators in securing 100% membership in non-union organizations. In some cases dues of teachers in non-union organizations have been paid from "charity" funds or other school funds in order to maintain a 100% record. Frequently superintendents' bulletins and hand-

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books for teachers contain statements urging teachers to join non-union organizations.

In many states teachers are given days off with pay to attend meetings of non-union organizations. They are practically compelled, therefore, to join the non-union organization in order to receive their pay for the days when the schools are closed for attendance at meetings of these organizations. Public funds are used, therefore, to promote practically compulsory membership in private organizations and consequently to discourage membership in unions which would give to teachers practical strength for collective bargaining rather than nebulous professionalism and economic poverty.

AFL declarations

The American Federation of Labor has condemned emphatically the practice of school administrators in pressurizing teachers to join non-union organizations. The 1950 convention declared:

Pressure upon classroom teachers by their superiors to join nonunion organizations and pressure not to join union organizations are highly undemocratic procedures which should be emphatically condemned in a democratic country. Freedom to join a union is the right of every teacher in the public schools of the United States and any school administrator who arbitrarily denies that right to classroom teachers deserves dismissal for violation of the basic principles of democracy.

The 1951 convention in San Francisco declared: "Teachers should have freedom to join organizations of their own choosing and should not be compelled to join non-union organizations."

The International Federation of Free Teachers' Unions, representing more than 700,000 union teachers of the world, declared at its annual conference in Neuchatel, Switzerland, July 18-25, 1953:

It is a basic right of teachers to have freedom of assembly and the right to organize into unions and to bargain collectively. Teachers' organizations should never be controlled by the employer. Pressure by the employer or by superiors upon teachers to join certain organizations is to be emphatically condemned.

In 1951 the National Union of Teachers of England conducted a major strike against a local school board which passed a rule compelling teachers to belong to certain professional organizations including the Union itself. The issue in the strike was employer control of the teachers' organization.

The Anti-Delinquent Community

IN AN address before the delegates to the 39th annual conference of the National League to Promote School Attendance, Bertram M. Beck, director of a special juvenile delinquency project in the U.S. Office of Education, said that the only road toward curbing juvenile delinquency is the hard road of a "truly anti-delinquent community."

Preventively, efforts should be made to strengthen the home, the school, the church, recreational agencies, and service groups which make up a desirable community, he said.

Schools in particular should provide a better

At a time when there is such widespread interest in the preservation of democracy and in undemocratic activities in governmental agencies, it might be well to examine carefully the undemocratic practices in school administration which affect one of the most vital agencies of democratic government—our public schools. Only in totalitarian nations are organizations of teachers and of other workers controlled by the employer. Interference of the administrators in teachers' organizations is, therefore, definitely a totalitarian practice which tends to undermine the structure of our democratic government. AFT locals may render a vital service not only to classroom teachers and to the schools but also to the defense of democracy by helping to eliminate compulsory or quasi compulsory membership in non-union teachers' organizations.

education by providing modern classrooms, smaller classes, and additional counseling, health, and guidance services.

He warned against leaving problems entirely in the hands of specialists: "We must avoid putting abroad the impression that citizens in a democracy can place problems in the hands of experts and forget about them. No individual, no matter how highly trained, can help today's child to good citizenship unless he operates in a community that is truly anti-delinquent."



Dr. Martha M. Eliot, Chief of the Federal Children's Bureau, is shown here talking with Senator Robert C. Hendrickson, chairman of a Senate Subcommittee which held a series of hearings to try to determine the causes and the cure for the recent rise in juvenile delinquency. Dr. Eliot was the first witness to be called.

UNITED PRESS Photo

Teachers' Retirement System in Washington, D.C.

By PAUL COOKE

OUR teachers' eyes get a bit brighter when retirement is mentioned. The gleam is justifiable, for the last revision of retirement legislation for the educational employes of Washington, D. C., made retirement more attractive.¹ First, retirement now brings a larger annuity. Second, earlier retirement, that is, stopping work before the teacher has reached the age of 60, brings a larger annuity than before. And, also important, teachers can now leave an annuity to a survivor.

This is not to say that the millenium in retirement has been reached, inasmuch as several desirable retirement features have not been enacted. But, on the whole, retirement for the District's public school teachers is decidedly improved and quite similar to the plan for employes of the Federal government.

Teachers are generally concerned with several aspects of their retirement plan. They want to know, for example, when they can retire. On leaving their desks and classrooms, what will they get in the form of life annuity, or annual income? And a growing interest is also shown, as our life span lengthens, in what we can leave behind for those who survive us.

When can we retire?

In Washington, D.C., most teachers select 60 as the probable age of their retirement (even though many teachers actually leave at an age somewhat in advance of 60). At the age of 60 the teacher with 30 years' service can retire with the full annual income for life.

Dr. Cooke, Associate Professor of English at Miner Teachers College, is legislative representative of the Washington, D.C., Teachers Union. He served as chairman of the committee of educational employes of the Public Schools of the District of Columbia which drew up the basic study of retirement legislation and offered recommendations for improvement of the law.

At the age of 62, the teacher with at least 15 years of service is also eligible to retire with the full annuity. By law the Board of Education *shall retire* the teacher at the age of 70, the compulsory retirement age.²

The new law, like the old law, provides for earlier retirement with a reduced annuity (in contrast to full annuity for retirement at the age of 60 or later). This is the way early retirement works: When a teacher with 30 years of service reaches any age between 55 and 59, inclusive, he is eligible for retirement. But he won't get the full annuity. His annual income for life will be reduced by $\frac{1}{4}$ of 1% for each full month that he is less than 60 years of age. This is equivalent to a reduction of 3% a year. The improvement over previous provisions is marked, since the reduction was formerly 6% for each year that the teacher was less than 60. Thus a larger life income has made earlier retirement attractive to many teachers, since their normal annuity can be reduced only 15% at most.

Occasionally it is necessary for a teacher disabled during his service to seek retirement. When can he leave with an annuity? Of course, no set age can be stipulated for the retirement of a disabled teacher, but to receive the full annuity he must have served a minimum of ten years. This latter factor, term of service, also affects the retirement *benefit* for the survivor of the teacher who dies in service. In such cases, the teacher's age is not a factor, but he must have been included in the retirement system a minimum of five years.

¹Like other provisions for the teachers of Washington, D.C., retirement legislation is enacted by the U.S. Congress. The present act is Public Law 274, 82nd Congress (1951), a revision of P.L. 624, 79th Congress (1946). The law covers all educational employes; that is, teachers and administrative or supervisory officers. This article uses "teachers" to include all educational employes.

²An educational employe may be retained beyond the age of 70 by vote of 2/3 of the Board of Education. In a few instances the Board has so voted. On the other hand, despite the fact that 70 is the compulsory retirement age, the Board may require a teacher to retire at the age of 62.

How much will we receive?

The teacher who retires today will get more money than he would have received under previous legislation. The new formula for computation of the annual income for life is quoted from P.L. 274.

... every teacher ... shall receive an annuity composed of a sum equal to 1 per centum of his average annual salary received during any five consecutive years of allowable service in the public schools of the District of Columbia, at the option of the teacher, multiplied by the years of service, plus a sum equal to \$25 for each year of service ...

The formula would work as in the following instance.

1. *1% of the average salary for five years:* Salary for the last five years might include one annual salary of \$4763, one of \$4653, and three of \$4330 (the latter figure is the lowest salary that the law allows to be used in the computation of any retirement—an important feature of the new law). The average is \$4481, and the 1% computation yields a figure of \$44.81 for this step.

2. *Add the computation figure of \$25.00 in the formula to the \$44.81 of the first step.* The sum is \$69.81. (The computation figure in the formula previously was only \$20.00; the change to \$25.00 makes for a larger annuity.)

3. *The above sum of \$69.81 is multiplied by the number of years of service.* In our instance here, the teacher retired at 62 with 42 years of service. (In previous legislation a limit of 40 years of service was set for this step in the formula.)

4. *The retired teacher's annuity in this instance is \$2932.02, payable annually in twelve equal installments.*

Thus the teacher's salary and his years of service are the two factors to determine the amount of his retirement annuity. School officials outside the classroom will receive a proportionately larger annuity, determined through use of a slightly different formula: $1\frac{1}{2}\%$ of the average annual salary multiplied by the years of service. Thus an average salary of \$9830 and 30 years of service would yield an annual life annuity of \$5173.80.

Most teachers retiring under disability provisions do not present any special problem. The same formula is used; the same factors of average salary and length of service are determinants of the size of the annuity. But a few teachers who are disabled—those with less

than ten years and those with more than ten but less than twenty years of service—fall into a special category. First, those with less than ten years of service cannot benefit from any kind of annuity.³ But, by the new legislation, those with between ten and twenty years of service may use the latter figure in computing the annuity, provided they could have served twenty years in the schools before reaching the age of 62. Although all of this sounds a bit complicated, such a provision makes possible a larger annuity for some disabled teachers.

Now back to the "able-bodied" teacher who leaves the service before he reaches the age of 60. He doesn't expect the full annuity, which is to be reduced proportionately to the number of months he is less than 60 years of age. Let us say that he might normally expect to receive an annuity of \$3000 at 60 but elects to retire at 57. The \$3000 figure would be reduced by 9%; that is, 3% for each of the three years that he is less than the minimum normal retirement age. The reduction would amount to \$270 and the annuity would be \$2730.

One more factor in reference to the size of the annuity might be considered. The teacher can increase the size of the annuity (other than by earning a larger salary and working a longer time) by depositing limited sums of money in multiples of \$25 during the time of his service. These deposits draw interest, and at retirement the teacher can use the deposits to buy additional annuity. This plan is optional.

What can we leave to our survivors?

I have found that teachers are increasingly concerned with taking care of surviving spouses or dependents. The new legislation makes this possible for the first time.

A married teacher at the time of his or her retirement can elect to receive a reduced annuity in order to provide an annuity for his or her surviving spouse—widow or widower. Similarly the unmarried teacher at time of retirement can elect a reduced annuity and provide an annuity for the survivor with an insurable interest in the teacher. Again a teacher at time of retirement may elect a reduced annuity in order to leave at death a life insurance benefit, payable in a lump sum to the survivor.

³Of course the disabled teacher with less than ten years of service draws out the contribution he had made to the retirement fund; that is, 5% of his salary up to 1951 and 6% after that.

How much is the reduction in this "reduced annuity"? The annuity that the teacher who intends to provide for a spouse can receive is reduced in proportion to the number of years the spouse is less than 60 years of age but "shall in no case be [reduced] more than 24 per centum." The annuity payable to the spouse after the death of the retired teacher is 50% of the life annuity that the teacher would have received without the election of the survivorship clause. The survivor of an unmarried teacher likewise will receive 50% of the life annuity. In this case, too, the younger the survivor the greater the reduction of the teacher's annuity.

The widow of a teacher who dies in service after a period of five years or more receives an annuity of half the life annuity, as computed above, but she does not receive the annuity until she reaches the age of 50. The new legislation also provides for an annuity for the surviving child or dependent parents of a teacher who dies in service.

What does the plan cost?

Six percent of the teacher's annual salary, as he receives it in ten monthly installments, is deducted in order to pay his share of the retirement cost. This is an increase of one percent, but most District teachers feel that the increased benefits warrant the increase in deduction.

The retirement plan allows the teacher who comes into the District schools with certain work experience to extend his "whole term of service." Such transferable service includes:

1. Public school service outside the schools of Washington, D.C.
2. Continuous temporary service in the schools of Washington, D.C. immediately prior to the probationary and permanent appointment.
3. Service in the Federal or District of Columbia governments.
4. Service in the armed forces.

To extend his whole term of service, that is, the number of years of service to be used in the computation of the life annuity, the teacher can deposit the appropriate sum of money that would have been deducted if he had been teaching in the District schools. This is an optional provision.

The present retirement act, which also pro-

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vides for the recomputation of the annuity of all teachers previously retired, is clearly an improvement over earlier retirement legislation.

How a Principal Helped a Promising Young Teacher

The following letter illustrates one way in which a wise principal can help new teachers and thus retain in the teaching profession some promising young teachers who would otherwise be lost because of mistakes made as a result of inexperience.

It provides an example, also, of how a teachers' union can assist in developing good relations between teachers and principals.

DEAR EDITOR:

Several months ago an irate parent complained to me that a teacher had struck his child. While I was trying to placate him, the teacher came into my office. He told the parent in no uncertain terms that he was in charge of the class and would hit a child if he thought it best. After the parent left he berated me in most disrespectful language for not backing him. He had been guilty of inflicting corporal punishment before and had resented my advice to use more humane and more effective methods of handling children.

If I had preferred charges against him, he would have been dismissed and his life might have been ruined. I did not want to do this. He was a beginner and I felt that he had the makings of a good teacher.

Instead, I discussed the problem with the vice-president of our local teachers' union, of which both the teacher and I are members. The official talked to the teacher and convinced him of his error. The teacher apologized to me and promised to cooperate with my efforts to help him. He did cooperate, and I now consider him an excellent teacher.

This experience makes me wonder whether there are not many cases of dismissal and forced resignation of potentially good teachers who could have been saved for a life of useful service to the children of their communities through cooperation between principals and union officials.

Sincerely,

Principal, _____ School

EDITOR'S NOTE: For obvious reasons, we are not publishing the name of either the principal or the school.

Teaching 'Teen-Agers How to Drive

A REVOLUTIONARY new training device that provides "behind-the-wheel" driving experience in the classroom for fifteen students at a time was introduced last year in the New York City school system.

Developed by the Aetna Casualty and Surety Company, the Drivotrainer was loaned to the New York Board of Education for experimental use in a cooperative effort to pioneer a more economical and safer way to teach 'teen-agers how to drive.

With its fifteen Aetnacars, equipped with all driving controls found on standard automobiles, the Drivotrainer installation completely filled a large classroom in the Brooklyn school, where, without risk to themselves or others, students got their driving lessons by learning to "drive" on the motion picture "highways" shown on a movie screen at the front of the classroom. In addition to students from Automotive Trades high school, pupils from other city high schools will receive instruction on the Drivotrainer.

By training fifteen students under the guid-

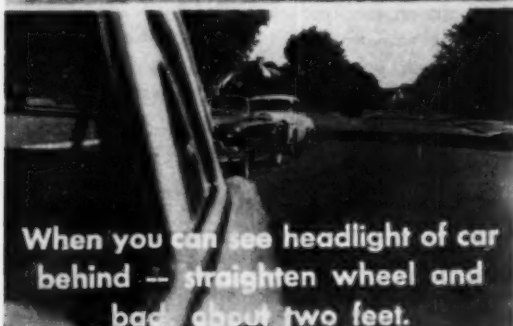
ance of one instructor, the Drivotrainer not only increases the number that can receive "behind-the-wheel" training but makes possible large scale savings in per pupil costs.

A series of 22 films produced especially for the Drivotrainer constitutes the first complete driver education course ever prepared on film to be centered around "behind-the-wheel" training in the classroom.

The Drivotrainer films cover the recognition and use of instruments and controls; starting and stopping techniques, involving the smooth coordination of brake, clutch, and accelerator; steering on curves and winding roads; turning corners and driving in the proper lane; following the car ahead; and signaling and the recognition and observance of traffic lights and road signs.

More complex driving situations are covered in the later films, which take in turning the car around on wide and narrow streets and by using a driveway; driving on hills, including parking uphill and downhill, starting, and "pumping" the brake on steep down grades; diagonal and parallel parking; driving in light and heavy city traffic; backing; meeting highway emergencies; and passing, including the selection of conditions that make it safe to pass.

Not only do the films provide instruction in the operation of the controls in the varied traffic episodes, but they stress throughout the development of the proper attitudes that make for safe and courteous driving. •



Parallel parking is first explained in captioned movie sequences like those shown here. Then the students, seated in small Aetna Drivotrainers, practice the technique of "driving" without benefit of instruction, on roads depicted by motion pictures. The Aetna Drivotrainers, a new device for "behind-the-wheel" driver training in the classroom, are shown in the photograph on the opposite page.

In addition, the Drivotrainer course takes in a vital phase of driver education not covered by present behind-the-wheel training methods; namely, drilling drivers in the proper emergency procedures that may mean saving a life or avoiding a serious accident in highway situations calling for quick action.

From the master control unit at the rear of the classroom, one instructor can guide the training progress of fifteen student drivers at a time, instead of only one to four as in conventional cars, by monitoring each pupil's driving technique on the Drivotrainer's automatic scoring system.

So encompassing is the Drivotrainer's scoring mechanism that it not only checks the student's use of individual driving controls, but also measures a pupil's skill in coordinated actions like the see-saw movement of accelerator and clutch required in starting smoothly.

The scoring system, providing an instantaneous report as well as a permanent record of each pupil's driving skill, can be operated manually with push buttons by the instructor or automatically by a special triggering device on the film itself. As many as 1,000 operations can be checked throughout the Drivotrainer course, and in the brief space of only two seconds, students can be tested for completing four separate operations.

The final film is a grueling 25-minute road test including such a wide variety of traffic situations that New York school authorities believe it is unmatched by other driving tests throughout the country. Taking in major points

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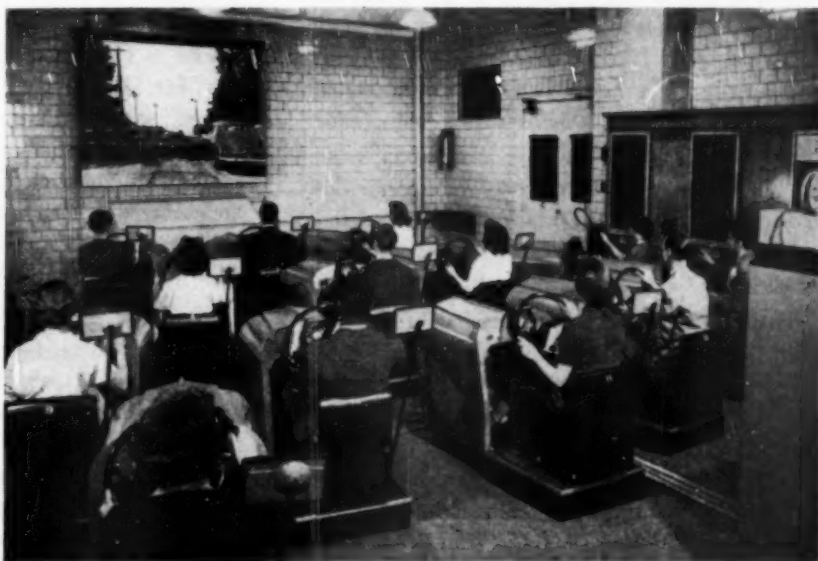
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from each of the first 21 Drivotrainer films, the road test is made up of traffic sequences covering nearly every phase of motor vehicle operation on both city and suburban roads, even including highway emergencies.

In their operation, the controls of the Drivotrainer cars closely match those in real automobiles. Push the start button and an electric motor whirs, simulating the hum of a car's engine. The more you depress the gas pedal the louder the hum gets. Letting up the clutch pedal, students can actually feel the clutch "take hold" as the gears engage. Doing it too fast, moreover, "stalls" the car and they have to start again.

To back the Aetnacars, the student turns and looks over his right shoulder, and "drives" on the roadway seen in a mirror, positioned behind him, which reflects the picture on the movie screen.

This article is based on a release sent to us by the Bureau of Public Information, Board of Education, New York City. Successful use of the Drivotrainer in New York City schools may lead to its adoption in other schools throughout the nation.



THE CURRICULUM CORNER

LAST month we moved into a discussion of marks and grades, and indicated that the presence or absence of such devices had a great deal to do with the presence or absence of boredom in the classroom. I have a hunch that many people read the last "Curriculum Corner" with varying degrees of huffs, puffs, and snorts. I know, too, that many others received it with varying degrees of approval. But to push the discussion further and to deepen our understanding of the whole area of evaluation, let us continue in the same vein as last month.

There is little doubt that the great majority of American schools cannot and will not discontinue reporting to parents. Great improvement can be made, however, in many of these methods of reporting, and I hope that AFT locals are in the forefront of those committees working on report card reform. But for the time being let us confine our remarks to marks and grades as they occur in the classroom.

Let us point out at the outset that the kinds of grades and marks commonly used by teachers are less a measure of the worth of the given activity than they are the measure of the degree of control the teachers *needs* over her children. This may be hard to swallow, but I am saying as strongly as I can that teachers too frequently give an assignment *and grade it* with only one object in mind, namely, "There, that'll keep 'em busy for a while." *Without the grade the children would revolt at the assignment.* It is a genteel way of keeping order. Thus the children are caught in the web of adult control which allows them little leeway in the important matter of learning.

What, then, is to be done? The answer lies, it seems to me, in the kinds of activities that go on in a classroom. Let us give a few examples:

One sixth-grade group became fascinated with the study of devices which measure time.

The opinions expressed on this page are those of the author and are not meant to reflect AFT policy. Members having different opinions on the subject discussed here are invited to send them to the **AMERICAN TEACHER**.

They actually built a reasonable facsimile—which *worked*, although not accurately—of a weight clock. They built sun dials and water clocks. They delightedly watched the janitor repair their classroom clock, which, with praiseworthy reluctance, had refused to run. They saw that it ran by puffs of air and that its mechanism was little different from that of the weight clock they themselves had made. In other words, this whole group found various facets of a problem which fascinated them. They built, they read, they observed. How, it must be asked, could the teacher decide that Paul, who read well enough to gather information from an encyclopedia, should receive a mark different from the one given Ken, who couldn't read worth a lick but did solve the mechanical problem which allowed the weight clock to work? She couldn't and—more important—she did not have to. Marks were not needed to keep order in that classroom.

Another sixth-grade group had a teacher who felt that arithmetic could be learned only out of a book. She assigned a page of twenty problems in multiplication of fractions. The children worked on them from 9:30 to 10:00. Then the papers were collected and graded. Sam, who had fooled around all of the time, had only four problems done. As this was the umpteenth time that this kind of thing had happened, Sam's mother was requested (or ordered, depending on how you look at it) to come to school. She came. Sam was "disciplined." He did not fool around again, at least for a while. He was made to stay in the groove that the teacher had carved out. The teacher could have slapped him to prevent his fooling around, but that is not considered nice these days. Instead she chose to down-grade him, to produce parental repercussions, and thus hold him in line for more lessons of the same nature.

Look at these two examples. Now, which activity would carry along on its own? Which would produce more education, more learning? In which instance is the teacher regarded as a figure representing authority? And in which is she regarded as an expert who helps a fellow find out what he wants to know?

The implications of these examples are strong medicine for many teachers to take. For they jar and shake the foundations upon which their in-school existence is too often built. How, is the anguished cry, can I teach without using marks and grades?

There is no doubt that teacher-training institutions have much to hang their heads about for their failure to provide the answers. But most are moving in the right direction. More and more, methods courses are being examined for their very serious weaknesses. There is even a growing suspicion that summer workshops could be greatly improved. Teachers are becoming increasingly rebellious against courses which are a waste of time. And this is all to the good. But what is the answer for the children?

It seems to me that the answer lies in each teacher's looking with clear eyes at each activity in his school day and asking, "Do I have to

drive children, by marks and other kinds of threats, to do this particular thing?" If the answer is "Yes," then that activity must be changed so that children will participate in it happily and not care a bit whether a mark or grade is attached to it.

How can these changes be made? This is, of course, the \$64 question. But until our next chance to write to you, let us indicate that the use of community resources, of *big construction in the classroom*, of experiments, of such equipment as microscopes and magnets, works toward activities which are educational and yet do not need marking systems to keep children under control.

The best part of it all is that such activities make teaching infinitely more interesting. And while holidays are always welcome, coming back afterwards can be enjoyable, too.

JEANNETTE VEATCH, *Local 2, New York, N. Y.*
School of Education, New York University

Fair play in Congressional investigations

(Continued from page 2)

written statement to be included in the record of of the hearings. Time is of the essence in these matters; and a man is seriously damaged if the charge is published on page 1 on a given day, but if the denial or reply comes days later, and then is published on page 22 of the newspapers. Mark Twain once remarked that "a lie can go round the world before truth has time to put on its boots." We should strive to let the reply as nearly as possible be simultaneous with the charge. Otherwise, we do the party adversely concerned a distinct injustice, and are guilty in the words of Arthur Clough, "of letting the lie have time on its own wings to fly."

5. Persons charged with offenses or otherwise subjected to derogatory comment should have a limited right to cross-examine adverse witnesses and to produce witnesses on their behalf on the points under question. Cross examination should, of course, be limited in point of time; and the number of witnesses produced should also be limited.

6. Witnesses before the committees should have the right to be represented by counsel, and, if not in contempt of the committee or acting contemptuously toward the committee, should be permitted to make brief statements in their behalf and defense.

7. The general purpose of the hearing should be stated in advance and authorized by a majority of the committee, so that the relative relevancy of the

questions asked may be judged in this context. In other words, vague and unauthorized "fishing parties" should not be indulged in.

8. No report should be filed or published which has not been submitted to the members of the committee and approved by a majority. The minority will of course retain its right to file a dissent.

9. Staff appointments should be approved by the committee as a whole or by mutual agreement between the chairman and the ranking minority member.

10. Meetings of the committee should require 24 hours notice, and members should be informed of the general subjects to be discussed and the witnesses to be examined.

"I believe," says Senator Douglas, "that these rules would not handicap the committees in their proper work of investigation, but that they would be much more fair to the individuals concerned. They should increase the prestige of Congress and strengthen our democratic institutions. They should help to allay unfounded suspicions and rumors, and to advance the mutual respect and confidence on which the society of free men is based. I hope we may adopt them at an early date. Failure to act upon them or upon similar proposals already pending in committee can only be injurious to the cause of democracy."

"Proper legal controls fortify the unprejudiced and the believers in fair play. They also weaken the position of those who discriminate whether out of some deep personality disorder or merely to conform to the values of their own groups. The demonstration by government that it supports the interests of all groups seeking only free and active participation in democracy is likely to reinforce the very freedom under which such an official policy can evolve."—From "Equality by Statute," by MORROE BERGER.

THE Human Relations Front

by Richard Parrish

Chairman of the Committee on Democratic Human Relations



DEBITS —

The Report of the New York State Joint Legislative Committee on Migrant Labor tells of shocking violations of fair labor standards, the extensive use of child labor, and the lack of adequate housing which occurs perennially in the Empire State. It is most unfortunate that in several cases the blame for the shame is placed on the 75,000 victims instead of the large growers, the food processing and packing companies, and the labor contractors involved in the exploitation.

The Minister of Welfare of one of the Middle East nations, after observing the deplorable health and living conditions among our American Indians, remarked: "I know why conditions are as they are in the rural areas of my own country," he said. "But I can't understand why there is so much poverty and disease among your Indians. You are the strongest, wealthiest, and healthiest nation in the world. You spend millions of dollars helping improve conditions among the poorer people of the world. This is a basic tenet of democratic living and also tends to prevent communism; but you permit the same conditions to exist among your own Indians. Why?"

One hundred and fifty white families boycotted the Hillcrest School in Sumter County, South Carolina, this autumn when Judge Williams ruled that "Turks" could temporarily attend their school.

A chapter of the anti-Negro National Citizens Protective Association was organized in Chicago. A growing national group with headquarters in St. Louis, the movement is dedicated to complete racial segregation and the eventual repatriation of Negroes to Africa.

J. Ernest Wilkins, vice-chairman of the President's Little FEPC, in a speech at Minneapolis, accused industrial and manufacturing companies of ignoring non-discriminatory clauses in Government contracts.

CREDITS +

In the late thirties the United States Army was a strictly segregated organization with four all-Negro units and the rest white. Last October, Assistant Defense Secretary Hannah announced that within eight months all segregation in the Army will be ended. He observed that at present ninety-five percent of all army Negroes are integrated and that the Air Force and the Navy have completed their integration programs. Assuming that the Army carries out its declared policy by July 1954, this will mean that what was considered by many as well-nigh impossible has been accomplished in just six years.

The State University of New York moved to end discrimination in fraternities and sororities in state operated colleges by ordering all student social organizations to sever their national fraternal affiliations and to stop using "artificial criteria" in selecting members. This move affects twenty-five national groups at the two state medical schools and at nine teacher-training colleges with a total enrollment of 13,000 students.

Last month Loew's Theater, Inc., stopped segregating Negroes in three of their large downtown movie houses in Washington, D.C., thus continuing the trend started by legitimate theaters.

This fall two thousand Negro delegates of the 73rd Convention of National Baptist Convention met in Miami, Florida, where they were housed in eleven white hotels and scores of white private homes. "White" restaurants, stores, etc., served all alike.

An outstanding drama on Broadway this year is *Take a Giant Step* by Louis Peterson—an unusual, but realistic, story of a Negro family which lives in a white section of a Connecticut town to escape discrimination. Excellently acted, well written, stirring from start to finish, it is solid theatre.



LABOR NOTES

School crisis growing

Labor's Daily, the paper published by the International Typographical Union, is presenting an informative series of articles on the school crisis. They are prepared by Mat Amberg, who is finding many little-publicized items to reveal to his readers the urgency of action in aiding education.

One of his reports, for example, picked a story from the wire services telling of a school in such a fragile condition that the wind blew it into a creek and left 30 children without a school! This happened in Clay County, Kentucky. He follows this with a summary of other helpful information as well as the opinions and suggestions of educational and labor leaders, including AFT President Carl J. Megel.

Other articles discuss the salary problem and report on teachers who are leaving the profession for better paying jobs in business and industry. Another story on federal aid presents the history of attempts to gain relief through government aid.

The series should do much to help *Labor's Daily* readers appreciate what labor has done and is doing to aid education and to develop an intelligent group of supporters for better schools.

2 million handicapped could be rehabilitated

In an address before the National Rehabilitation Association conference in October 1953, Mrs. Oveta Culp Hobby, Secretary of Health, Education, and Welfare, made the following observations:

"We discovered, during World War II, an army of handicapped persons—hundreds of thousands of disabled men and women who could be made employable through the service of vocational rehabilitation.

"We have discovered, too, another fact—that those physically handicapped who could be rehabilitated are even now costing the American people much more for their maintenance in enforced idleness than it would cost to restore them to independence, usefulness, and taxpaying self-support as wage earners.

"More and more people must come to realize some of the economic facts

of rehabilitation. We must explain to the taxpayer that it costs only \$560 on the average to rehabilitate a disabled person into employment—but it costs \$600 a year to maintain him on public assistance at a meager level of existence.

"To protect people, without building people who are better able to protect themselves, will never solve the problem.

"Some of our leading medical and hospital authorities tell us that we can never build enough hospitals to care for the sick, the disabled, and the aged who will need care in the next fifty years, unless we undertake a more dynamic approach to the rehabilitation of those who could be made self-sufficient.

"It is to the credit of all, therefore, that we can announce for the third successive year a return of more than 60,000 disabled men and women to productive places in their communities. The 88 state agencies which made this possible are entitled to our thanks.

"But there still are 2 million persons in need of rehabilitation services.

"To bring these 2 million men and women back into the stream of life would be a blessing for them and an unquestionable gain for our country as a whole. The question—the difficult question—is how we may best proceed in bringing our resources for rehabilitation more clearly into line with the needs of these people."

Maryland provides AFL film for high schools

Maryland became the first state in the nation to provide an AFL union film for use by its high schools when Dr. Thomas Pullen accepted *With These Hands* for the audiovisual library of the State Department of Education. The movie was presented to the department head by the Baltimore Joint Board of the International Ladies Garment Workers Union.

Jewelry Workers Union urges selection of union-made school jewelry

A recent communication from the International Jewelry Workers Union asks that AFT members be informed concerning which companies selling or manufacturing school jewelry are union and which are non-union. "It is important," says the International Representative of the Jewelry Workers Union, "that people know which houses are union and therefore are giving their employees those benefits customarily found in union contracts. It is only fitting that union-made wages should be spent for union-made merchandise. In so doing union workers are helping to maintain a high standard for all American workers. The purchase of non-union rings helps to tear down the standards of an industry that we have built up over the years. Your cooperation in this endeavor will be deeply appreciated by our organization."

The UNION companies are:

B. J. Kesi, of Chicago, Ill.

Morgan's, Inc., of St. Charles, Ill.

Herff Jones Co. (Hjiok), of Indianapolis, Ind.

Bastian Bros. Co., of Rochester, N.Y.

Josten's, of Owatonna, Minn.

The NON-UNION companies are:

George Spies Industries, of Princeton and Chicago, Ill.

Balfour, of New England.

Diegus and Clust, of New England.



BOOKS AND TEACHING AIDS



An analysis of the issues involved in the Taft-Hartley Act

ISSUES IN LABOR-MANAGEMENT RELATIONS.

By JOHN SHOTT. *The Public Affairs Institute, 312 Pennsylvania Avenue, S.E., Washington 3, D.C. 1953. 76 pp. 50 cents.*

In a study of nine important problems of labor-management relations in the United States, John Shott, Senior Economist of the Public Affairs Institute, develops the thesis that we are trying to solve today's labor disputes in terms of Nineteenth Century concepts of the relationship between the worker and his employer.

His study, *Issues in Labor-Management Relations*, published by the Public Affairs Institute, a nonpartisan research organization, asks whether "rules of conduct that reflect the values and economic realities of a by-gone era are appropriate for Twentieth Century industrial relations."

Among issues raised by the Taft-Hartley Act are free speech for employers, the use of the injunction in labor disputes, the legal block against the secondary boycott, and the closed shop. In addition, the efforts of some industry groups to press for the barring of industry-wide bargaining are examined.

Taft-Hartley provisions that employers may express their opinions of unions, short of open threats or promises of reward, are defended by supporters of the Act in the name of free speech, and in the name of "equalizing" the balance between the employer and the union. But the study points out that the license granted to employers to express their opinions on unions may not be the "equalization" measure that it appears on the surface.

For example, there is the so-called "captive audience" doctrine in which the employer may make an anti-union speech on company time and on company property. Can this right of the employer be "equalized" by giving union officials the right to speak on company time and property in favor of the union?

"How can the union leader, whose own job depends on the management, give the same force to his remarks that must always follow anything said or done by the owner of the machines, material and plant?" the author asks.

The study points out that the late Justice Holmes placed emphasis on the relative character of free speech, citing the Holmes statement that the consti-

tutional guarantee of free speech did not protect a man from an injunction "against uttering words that have all the effect of force."

Consequently, it is concluded that what is needed is a new, realistic appraisal of the real force that is implicit in the statements of "the man who hands out the paychecks."

The present "free speech" doctrine, the study points out, is a return to the time before the Wagner Act when employers could openly denounce unions in any fashion they liked before "captive" audiences.

In reviewing the injunctive provisions of the Taft-Hartley Act, the author makes the point that restoration of court action against strikes and strikers is a reversion to a legal technique that was thoroughly discredited in the past history of American labor-management relations. He points out that Herbert Hoover signed the Norris-LaGuardia Act of 1932, which all but eliminated the use of injunctions in labor disputes.

The author notes that the injunction has long since been abandoned in labor disputes in Great Britain, where the practice originated. Yet, in the United States the courts "in an atmosphere of advanced industrial development followed a course of retrogression in the selection of legal principles and methods in dealing with industrial controversies." This course, temporarily halted by the Norris-LaGuardia Act, was revived by the Taft-Hartley Act which "made legal a summary method of dealing with labor disputes found in no other industrial nations."

Again, the banning of the secondary boycott is a further example of the "old" versus the "new." Many years ago the secondary boycott was held a conspiracy in restraint of trade under the common law which centered its attention on the property right of the employer to do business rather than on the right of the employees to protect the gains they had made through collective bargaining. This common law approach to the secondary boycott was superseded by the Norris-LaGuardia Act, which made such boycotts legal. Here, again, the Taft-Hartley Act reverts to "ancient rules of conduct" to govern the labor-management relations of a modern industrial society.

The case is much the same with the closed shop. Whether the closed shop is "good" or "bad" can be debated from varying viewpoints. The historic fact is, however, that the closed shop is the product of an evolutionary process in the industries of all industrial nations, and union control of the hiring process serves an important economic function of value not only to the workers but the employers as well. The author

suggests that re-examination of the actual workings of the closed shop in specific industries is necessary before judgment is passed as to the value of the requirement for union membership in advance as a condition of employment.

One of the nine issues examined is the proposal to outlaw industry-wide bargaining. Congress rejected this proposal at the time of the Taft-Hartley Act but it is still the goal of some anti-union forces.

An important section of *Issues in Labor-Management Relations* is devoted to study of the injunction-enforced cooling-off period in so-called national emergency work stoppages. The study questions whether these Taft-Hartley provisions have actually contributed to effective collective bargaining in such disputes. The study further questions whether there were actually any "national emergencies" involved in the cases where the President invoked the national emergency procedures.

The author suggests that a guide to future policy would be provided by careful analysis of the facts presented by the Attorney General to the federal district courts to support the injunctions issued under these provisions. After examining the affidavits to support the injunction of April 1948 in which the United Mine Workers were fined \$1,400,000 for contempt of court, the author says:

"One gets the impression that high government officials were requested to provide statements to support a sudden decision by the political authorities to end the coal strike." Reviewing specific affidavits submitted by cabinet officers intended to prove that a crisis would ensue if the coal strike should last for several weeks, the author concludes that the statements supplied "little, if any, support for the declaration of national emergency."

The study concludes that there is wide agreement among impartial professional labor experts on two important policy considerations: (1) that there have been no genuine national emergencies, and (2) that the use of the injunction in enforcing a cooling-off period of 80 days does not aid in the settlement of labor disputes. In view of these findings he believes that the suggestion of George Meany, president of the AFL, that mediation and conciliation should be relied upon in these situations, merits favorable consideration.

Up-to-the-minute charts for teachers of social studies

Teachers of social studies, mathematics, economics, and related subjects are finding useful supplementary material in the charts called "Road Maps of Industry" produced by the National Industrial Conference Board. The charts are published weekly; they are 8 x 11, printed in color, and are designed to interpret graphically facts concerning agriculture, business activity, consumption, government, international matters, labor, population, prices, and resources. Titles of some of the charts are: "Interest Rates—United States, 1919-1953," "Productivity—United States, by decades 1891-1950," "Federal Budget Expenditures, 1914-1954,"

"State Tax Collections per Capita—United States, 1952," to list only a few.

The Conference Board is an independent organization, supported by business organizations, trade associations, government bureaus, labor unions, libraries, individuals, and colleges. Its sole object is to collect and analyze facts, experiences, and opinions in the fields of economics, business management, and human relations.

The *Road Maps* are supplied without cost to teachers in secondary schools (using their school address), staff members of schools of education, and administrators at these two levels. The charts are sent to these individuals weekly, September through June. Other educators may receive the charts on a subscription basis, at \$3 for 52 weeks. Students are not eligible to receive free charts. Limited funds restrict free distribution to those groups mentioned.

If you are interested in this up-to-the-minute material, write to The National Industrial Conference Board, 247 Park Avenue, New York 17, N.Y.

Some interesting statistics on Social Security benefits

The average age at which employees covered by Social Security apply for retirement benefits is almost 69. Of those between the ages of 65 and 70, 60% are now working, and of those between 70 and 75, 40%. These are a few of the facts presented in a research report prepared by Arthur Larson, dean of the Law School, University of Pittsburgh. His report is one of seven included in a 158-page book entitled "Economic Security for Americans" and published by the American Assembly, a non-partisan organization established by Dwight D. Eisenhower while he was president of Columbia University.

Mr. Larson discusses also the U. S. Chamber of Commerce proposal to revise Old Age and Survivors Insurance so as to do away with federal public assistance and grants-in-aid to the states, and pay all retired persons \$25 a month.

In another of the papers included in the report, H. W. Steinhaus makes clear that pensions are needed as the basic security for old age, since "accumulation of funds of sufficient size to permit living on income is not only unattainable for most individuals, but not compatible with our economy. There are at present 13,200,000 persons over 65 years of age. If these aged had somehow managed to buy all corporations in the United States, the total dividend payments of slightly over 9 billion dollars in each of the last three years would have paid to each of them only \$690 a year."

Other papers in the book deal with the impact of price level changes on economic security, private enterprise pension plans, and the role of government in economic security. There is full discussion of the issues in the proposed expansion and consolidation of government social security programs—issues which will be considered in Congress this year.

For information concerning the American Assembly and its research reports, write to its Executive Director, Edwin T. Gibson, Graduate School of Business, Columbia University, New York 27, N.Y.



OUR LOCALS REPORT

Penn State Chapter of AFT distributes booklets to faculty members

500 STATE COLLEGE, PA.—The AFT local at State College, Pa., recently published an excellent eight-page booklet entitled "Questions and Answers about the Penn State Chapter of the American Federation of Teachers." Members of the local are distributing copies of the booklet personally to friends and acquaintances on the university faculty and are trying to have it read by everyone who receives it. They believe that this method of distribution will prove more effective than an immediate mailing to all the faculty.

The booklet presents answers to the following questions:

1. What is the American Federation of Teachers?
2. Why is it professionally desirable for teachers to identify them-

selves with the trade union movement?

3. Why have a teachers' federation when we already have the AAUP?

4. What does the Penn State local do, specifically?

5. Why does the Penn State local endorse candidates for elective faculty offices?

6. What is the stand of AFT on communism and fascism?

7. What is the relationship of the Penn State local to the College administration?

8. What is the continuing goal?

9. Who is eligible for membership, and how does one apply?

Local 500 nearly doubled its membership in the past twelve months, and prospects are good for continued growth.

Kentucky State College local reports on activities and membership campaign

979 FRANKFORT, KY.—The Kentucky State College Federation of Teachers believes this will be a banner year in the life of the organization. This belief is due in part to the success that the local had in its activities last year. The most important of these activities were the following:

1. The local enabled certain members of the faculty who had lost their tenure rights to regain them.
2. The local presented a panel discussion on "Academic Freedom" for which the participants and the union were widely commended.
3. The organization joined the Frankfort Central Labor Committee so as to maintain closer relations with other locals in the area.
4. The union closed the school year with a dinner at which AFT President Carl J. Megel was the principal speaker. This dinner was

attended also by Miss Ethel B. Dupont, president of the Kentucky Federation of Teachers, and Sam Ezelle, secretary-treasurer of the Kentucky State Federation of Labor.

One of the principal objectives of the local this year will be an intensive campaign to educate potential members concerning the needs of teachers in Kentucky, to point out to them that the best way to satisfy these needs is through coordinated effort, and to make them see that the most effective way to do this is through membership in the local.

Wives of members arrange Christmas party

866 CONTRA COSTA COUNTY, CALIF.—The Auxiliary, composed of the wives of members of Local 866, arranged a Christmas party for the children of the members of the local.

Death of Max Wales felt as great loss to La Salle community

580 LA SALLE, ILL.—The AFT lost one of its most loyal and hard-working members in the death of Max Wales on November 29. Many AFT members remember him as an AFT vice-president from 1946 to 1948.

As an indication of the high regard in which he was held in his community, the local schools were closed on the day of his funeral. Not only was Max Wales active in support of the schools and teachers of his area, but he was a leader in the local labor movement and served as president of the central labor body.

500 members and guests attend 571's annual dinner

571 WEST SUBURBS, ILL.—Five hundred members and guests attended the annual dinner given recently by the West Suburban Local. The main speaker was Dr. Sylvia Sorkin, economist and former professor at Washington University, St. Louis. Her entertaining and inspirational remarks on the theme, "Your Personality Is Showing," were well received by the audience.

Carl Megel, AFT president, gave a stimulating address on the AFT and current educational problems.

Among the guests were the 150 new teachers in the twelve school districts in which the local is organized. There were also members of the boards of education, superintendents, and principals.

Officer of 540 selected as UNESCO delegate

540 ROCKFORD, ILL.—Frances Valentine, president of Local 540, was appointed by the U.S. Department of State as a delegate to the Fourth National Conference of the United States National Commission for UNESCO. She attended the meeting held in Minneapolis.

Five committees work for salary increase

781 KINGSTON, N.Y. — The Kingston Teachers Federation is doing an excellent job of organization work. Since September the membership has increased more than 25%.

The union's latest project is improvement in the salary schedule. With efficiency and foresight, five committees have been set up to carry on the work: the public relations control committee, the speakers' group, the salary revision committee, the emergency fund raising committee, and the membership committee. The duties of each group have been carefully outlined. With this approach the local should certainly achieve its purpose.

Local participates in civic activities

66 BOSTON, MASS.—Prominent in a recent parade sponsored by organized labor in the Boston area were members of the Boston Teachers Union. The union teachers, wearing caps and gowns, aroused much favorable comment.

Another example of civic participation by Local 66 was its sponsoring of a pre-election open meeting for all Boston teachers to hear the candidates for election to the Boston School Committee. Each candidate spoke in general on his qualifications and then answered a series of questions previously submitted to him by the union.

School secretaries honor new superintendent

224 CHICAGO, ILL.—On December 7 the School Secretaries Union of Chicago held a Christmas dinner party in honor of Chicago's new general superintendent of schools, Dr. Benjamin C. Willis. Guests included members of the board of education and representatives from the Chicago Teachers Union, the national AFT, and other AFL unions. Not only were members of Local 227 present, but all school secretaries, both members and non-members, and their guests were invited.

Decatur votes bonds for school construction

877 DECATUR, ILL.—On November 17 the voters of Decatur approved a \$7 million bond issue by a vote of more than 3 to 1. As a result two new high schools and two new grade schools will be constructed.

Three generations in Everett local

Representing three generations—grandmother, mother, and daughter—these Everett, Wash., teachers are all members of AFT Local 772. Left to right: Lois Kohne, Alice Reynnells, Gretchen Armstrong. Mrs. Kohne and Mrs. Armstrong teach kindergarten and Mrs. Reynnells is a substitute who formerly taught in junior high.



Photo by DON SAUNDERS

Mary McGough honored at St. Paul dinner

28 & 43 ST. PAUL, MINN.—On November 4, the St. Paul Federation of Women Teachers, AFT Local 28, held a dinner in honor of Miss McGough. One of the high points of the dinner was the reading of the following tribute, written by Arthur Anderson, of the St. Paul Federation of Men Teachers, AFT Local 43:

"To Mary McGough, the valiant one, of unflinching courage—not the courage of physical combat, but the courage of deliberation; not the impulsive courage of instinct, but that of clear and straight thinking, with fervor and with zeal; with the courage of unselfishness inspired by the ideals of her profession; with the courage of sacrifice—the sacrifice for the larger good; with the courage that stems from that of her predecessors, Florence Rood, Mary Doyle,

Mabel Colter, and many others who dared to face the forces opposed to educational progress; with the courage that burned strong in the hour of crisis and a courage that never indulged in invective or personalities.

"To Mary McGough, the reasoning one, with the power of the keen mind, with the faculty for analyzing the problem, recognizing the principles at issue, and outlining the course of procedure.

"To Mary McGough, the thinker, with the quick wit and the presence of mind when pressures increased.

"To Mary McGough, the resourceful one, who in the hour of crisis could leave the one-track and find another way to attain the goal.

"And finally, to Mary McGough, with the standard of excellence that knows no compromise.

"May her light ever shine."

Party for new teachers uses TV as theme

809 QUINCY, ILL.—The barber-shop "quartet" composed of five members entertained at the Quincy Federation of Teachers party for new Quincy teachers. This jumbo-sized quartet sang its own version of "Sweet Adeline," which went like this:

"We unionize, we harmonize,
We never dream nor do we scheme,
But work as one to get things done.
We're all members of the local QFT."

The party was planned around a television theme, and new teachers were introduced in the manner of guest contestants on a program. Administrative officers and board members were also guests in this excellent public relations project.

Waukegan local hears Senator Paul Douglas

504 WAUKEGAN, ILL.—U. S. Senator Paul Douglas, prominent AFT member, spoke at a joint meeting of high and grade school teachers in Waukegan. He discussed the state of the nation's schools and various federal aid bills, including the Hill amendment to the off-shore oil bill.

Sponsor Christmas party for neighboring teachers

604 WILL COUNTY, ILL.—The AFT local in Joliet sponsored a Christmas party to which teachers from schools nearby were invited. Speakers included representatives from the AFT, from other labor groups, and from the school administration.

Chicago Teachers Union aids charity fund



Irvin R. Kuenzli, AFT secretary-treasurer, looks on as Ichiro Kuroda, International representative of the Japanese Teachers Union and Principal of Tomioka Junior High School, receives a gift from CTU President John Fewkes. The scene is the CTU card party and fashion show.

1 CHICAGO, ILL. — The seventeenth annual card party and style show, held by the Chicago Teachers Union, brought to more

than \$20,000 the sum that these parties have raised to help purchase glasses for underprivileged school children.

New York Teachers Guild arranges increment-credit course on the labor movement and its influence

2 NEW YORK, N.Y.—To acquaint teachers with the history, purposes, and functioning of trade unions, the New York Teachers Guild, AFT Local 2, has arranged an increment-credit course approved by the Board of Education and conducted by the Extension Division of Cornell University (School of Labor and Industrial Relations). Trips to union headquarters and talks by labor leaders are included in the course.

As is explained in the following letter, sent by Charles Cogen, president of Local 2, the New York Teachers Guild feels that if teachers are to be given the opportunity to become acquainted with the resources of their community so that they may utilize those resources in their teaching, the course should include a first-hand introduction to "the many interesting and significant facets of the trade union movement and its influence on our social and economic life."

Dr. Jacob Greenberg
Associate Supt. of Schools
Board of Education
110 Livingston Street
Brooklyn 2, New York

Dear Dr. Greenberg:

The Oct. 9 School Page edition of the *World-Telegram-Sun* carries an article describing "a know-your-own community course in which teachers go on a tour of the leading industrial and cultural centers" of Staten Island. The program of visits was arranged with the cooperation of the Staten Island Chamber of Commerce. The course is officially

known as "Utilization of Community Resources in Teaching."

The effort to remove teachers from their cloistered status and to give them first-hand information in regard to the realities of industrial life is truly commendable. However, the experiment in the study of community resources would be much more meaningful, more realistic, and more objective if teachers were exposed to a very important phase of our industrial life other than the one indicated in the article. I refer to the labor movement of our community.

Mr. Art O. Hedquist, Executive Secretary of the S.I. Chamber of Commerce; in his discussion of the course, says, "It is logical that if their (the students') schooling can be brought a little closer to the problems they may meet when they grow up, they would be better fitted for their life ahead." This is very true. But what can be closer to the problems that most of our students will meet when they grow up than the trade unions to which many of them will belong, and to whose influence nearly all of them will be exposed?

This course is only one more example of the one-sided presentation of a major segment of our economic life that generally characterizes the teaching in our schools. We would like to see a course arranged, with the cooperation of appropriate labor organizations, which would introduce teachers to the many interesting and significant facets of the trade union movement and its influence on our social and economic life. Such a

Urbana local makes promising start

1195 URBANA, ILL. — Local 1195, organized only in the spring of 1953, has made an unusually fine beginning. It has affiliated with the Twin City Labor Body, the State Federation of Labor, and the State Federation of Teachers. In addition, it sent a representative to the AFT convention in Peoria, and its president, Charles Carpenter, attended the AFT workshop at Madison, Wisconsin. The first major function this school year was an open meeting of all teachers addressed by AFT president Carl J. Megel. The union also has representatives meeting the Board of Education monthly through a personnel committee.

course could include visits to the following union activities, among others: a health center, a housing project, a counselling service, an educational program, a recreational activity, a membership meeting, a grievance committee meeting, and a film showing a union's history and activities.

This kind of course, or part of a course, would prove of inestimable value to teachers and to their students. At the same time, it would help to make amends for the neglect generally suffered by the working population of our community in our curriculum.

Sincerely,
CHARLES COGEN, President

Reduction in school levy successfully opposed

200 SEATTLE, WASH. — The Seattle Municipal League recently recommended that the school levy be reduced one-half mill. Immediately the Seattle Federation of Teachers sent a letter taking exception to such a position. This was the only teachers organization taking action on the matter, but the recommendation has been withdrawn. In this way the Seattle Federation of Teachers is helping to assure better school facilities for Seattle.

Enjoys scholarship

4 GARY, IND.—Bernard Shirk, a member of Local 4, is another AFT member on leave to take advantage of a Ford Foundation Scholarship. He is spending a year studying at Columbia University.

Los Angeles local hears superintendent

1021 LOS ANGELES, CALIF.

—Teachers attending the annual dinner-institute of Local 1021 heard Dr. Alexander J. Stoddard, Superintendent of Los Angeles Schools, urge that problem children be segregated under teachers properly trained to handle them and leave other teachers free to teach.

"The respect of the individual is basic to the democratic ideal, but another philosophy is also important. In the interest of the democratic philosophy, we should eliminate any minority that seriously interferes with the majority. We must find some way of reconciling the rights of the minority with the rights of the great mass whose opportunity is being hindered," he said.

Dr. Stoddard, whose topic was "The Changing Educational Scene,"

New teachers welcomed by Toledo local



Irvin R. Kuenzli, AFT secretary-treasurer, visits with some of the new Toledo teachers following his talk at the dinner in their honor given by the Toledo Federation of Teachers.

spoke from personal experience that reaches back almost fifty years. He pointed out that interest in the individual is one of the outstanding contributions of education in the United States and that this interest

has developed in the last fifty years.

Dr. Stoddard expressed pleasure in his associations with AFT members and said that he had found AFT leaders "staunch supporters of sound education."

From the State Federations

Idaho State Federation discusses legislation and problems of locals

The Idaho State Federation of Teachers held its convention on Saturday, November 21. The principal business at the morning session was the discussion of school legislation. In the afternoon there were talks by Dr. F. C. Snow, organizer for AFT, Kathleen McGuire, AFT vice-president, and Elmer F. McIntire, secretary-treasurer of the Idaho State Federation of Labor.

Dr. Snow, discussing personal freedoms of teachers, deplored the failure to give teachers a voice in determining their working conditions and adopting policies.

Miss McGuire said that public thinking on schools and teachers has progressed from indifference and neglect to a point of awakening to the inadequacies of the public school system. She urged that teachers work together to obtain better conditions.

Mr. McIntire talked on the attitude of labor toward education and related how labor had assisted in obtaining favorable legislation for schools in Idaho.

Probably the most valuable part of the convention was the last period, during which the problems of the various locals were discussed with Miss McGuire, Dr. Snow, and Mr. McIntire.

Minnesota locals pay high tribute to Mary McGough, AFT leader in St. Paul

Last June, Miss Mary McGough, one of the pioneers in the AFT movement and, since 1919, an outstanding leader in the St. Paul Federation of Women Teachers, retired from her position in the public schools of St. Paul.

To honor Miss McGough the Minnesota State Federation of Teachers had a luncheon at their fall conference. On this occasion various speakers paid high tribute to her for her many years of unselfish service to the public schools and to the task of raising the standards, both academic and economic, of the teaching profession. The principal address was given by Mrs. Lavinia Gilson, who spoke in behalf of both the St. Paul Federation of Women Teachers and the St. Paul Federation of Men Teachers. Other speakers were Harvey Otterson, president of the Minnesota State Federation of Teachers, and Miss Mary McGrath, president of the Minneapolis Federation of Women Teachers. AFT President Carl Megel presented Miss McGough with a life membership in the AFT.

Any AFT member who was a delegate to any of the 25 AFT conventions in which Miss McGough participated will undoubtedly remember her well. For many a time when the

debate on some crucial issue had reached a point where the delegates seemed to be almost equally divided between two opposing opinions, Mary McGough solved the dilemma by introducing an amendment or a substitute motion. Or when parliamentary procedure seemed hopelessly entangled, Miss McGough would come to the rescue. Or when the convention was having a difficult time clarifying an issue or stating it in unmistakable terms, she would rise to the occasion and put into clear and concise form the idea which other delegates had been struggling to formulate.

From 1941 to 1943 Miss McGough served as an AFT vice-president.

Fortunately, Miss McGough is still an active member of Local 28, for although she has retired from her position in the St. Paul schools, she has not retired from teaching. At present she is supervising the work of practice teachers in a private school.

The high regard in which Mary McGough is held by the teachers of St. Paul is indicated by the tribute paid her at a dinner given in her honor by the St. Paul Federation of Women Teachers, AFT Local 28, on November 4. See page 19.

Colorado Federation formulates plans to increase AFT membership in the state

The Colorado Federation of Teachers held its eighth annual conference in October. The theme of the two-day meeting was "Collective Bargaining—The Answer to the Ills of the Teaching Profession?" Moderator of the keynote panel was George Cavender, who is both president of the Colorado State Federation of Labor and president of the Denver City Council. The panel participants included two members of the Colorado legislature and a number of educators and labor leaders.

At a luncheon session on the first day of the conference AFT Vice-President Herrick Roth outlined plans for trebling the membership of the AFT in Colorado.

On the morning of the second day committee reports were made and consideration was given to resolutions and constitutional amendments.

At the luncheon session on the second day there were greetings from the Honorable Dan Thornton, Gov-

ernor of Colorado, and the Honorable Quigg Newton, mayor of Denver.

The Colorado Federation of Teachers has planned two series of workshops and conferences. These are to be held in three sections of the state so that they are accessible to all AFT members. Problems to be discussed include building a local program, getting new members, and ways to make the organization more effective.

Conferences or workshops are to be held all day on Saturday so that they may include both morning and afternoon sessions. In each conference consultants from top labor leaders of the state will be on hand.

The Colorado State Federation of Labor is one of two state federations to have a teacher as its president. George Cavender of Denver, a charter member of Local 858, shares the honor with Stanton Smith of Tennessee. Both men have been active in the AFT.

Loyalty investigations discussed at institute of Michigan Federation

Again this fall, the Michigan Federation of Teachers conducted institutes in several Michigan cities. Important among these was the Metropolitan Teachers Institute conducted in Detroit. The key note speaker was Senator Wayne Morse of Oregon, who deplored the failure of Congress to pass the Hill amendment, which could have provided needed funds for education.

On the second day Governor G. Mennen Williams opened a panel which discussed loyalty investigations, especially those in which teachers are concerned. The Governor said that teachers were faced with a tremendous challenge in training youth "to handle the atom bomb" and to equip our future scientists and technicians "so that they will not become beasts in handling such an awful instrument of destruction but instead will learn to use it for the welfare of mankind."

Speakers on the panel included Senator Homer Ferguson of the Senate Internal Security Committee and Representative Kit Clardy, a member of the House Un-American Activities Committee. Both speakers said that there was no evidence indicating that there are Communists teaching in the Detroit schools. Other speakers were Attorney Edward N. Barnard, Assistant Attorney General Philip Hart, and Patrick McNamara, an AFL member on the Detroit Board of Education. All of them urged that loyalty hearings be conducted without radio, TV, and movie publicity, which label individuals whether they are innocent or guilty.

The panel closed the two-day meeting, which was attended by about 5,000 teachers.

Need for federal aid stressed at convention of Connecticut Federation

At the annual convention of the Connecticut Federation of Teachers, AFT Vice-President Arthur Elder, who is also a tax consultant and member of the education committee of the AFL, said that federal aid for education as well as increased state and local levies are necessary to meet unfilled and future public school needs, including more school buildings and higher salaries for teachers.

Mr. Elder declared that annual public school financing needs will total \$13 billion by 1960, or \$5½ billion more than the \$7½ billion now being spent, to take care of necessary building and enrollment requirements.

He said this additional \$5½ billion is comprised of \$2 billion now needed for existing enrollments, an added \$2½ billion by 1959-60 to take care of 8½ million more students, and \$1 billion a year needed from now till then for new school buildings.

Elder estimated that a federal aid program should begin with an initial annual appropriation of \$1 billion and be increased until yearly appropriations in aid to states reach \$3 or \$4 billion.

He urged state control of expenditures, but said "definite provisions should be made to disqualify any

state from federal aid funds, if it uses them to reduce its own financial support of public education."

"Present public school expenditures," Elder said, "represent only 2.6 percent of total personal expenditures, nationwide. They are inadequate in parts of virtually all states, and decidedly substandard in poorer states."

"Average annual salaries for teachers range from \$4,625 in New York state, down to \$1,675 in Mississippi, with Connecticut, having a higher per capita than New York state, paying them only \$3,806 average."

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Delegates from 15 New York locals attend 10th annual state convention

Meeting in Albany for the 10th annual convention of the Empire State Federation of Teachers Unions, the AFT locals of New York State made plans to:

1. Support legislation limiting class size in order to insure better teaching methods.
2. Work for tax equalization and salary increases.
3. Seek better medical care for school children.
4. Obtain contractual tenure.
5. Eliminate the use of substitute teachers except for emergencies.

Delegates from fifteen AFT locals were present. The convention reported the formation of four new locals in the state, and several locals of long standing reported membership gains.

Eliot Birnbaum of Syracuse was re-elected president of the state organization. Here are some excerpts from his address to the convention:

"It is customary in conventions to sound a keynote of hope, faith, and optimism. I would like to be able to say that the future of our schools and our profession is bright with promise—but I cannot. I would like to be able to report that our schools are being adequately financed to provide for the educational needs of the children we nurture—but I cannot. I would like to say that teaching is attaining higher planes of professional status, with greater internal democracy, greater self-determination and greater rewards—but the evidence says otherwise. All the evidence points to a betrayal of our children on national, state and local levels during times of unprecedented prosperity. . . .

"There is ample evidence that the parents of America want the best for their children. There is much talk and even some action to improve educational facilities. Some parent groups have succeeded in improving local conditions, but most parents' groups are either controlled or else they are no match for the organized business groups which work at national, state, and local levels to restrict education budgets. And they do this in contradiction to their public protestations of loyalty to our system of free public education for all. The cause of their schizophrenia is the fact that education costs money, the money for education comes from taxes. . . . As teachers,

parents, and citizens we must recognize this ambivalence, we must combat it, and we must give it the publicity it deserves.

"There are more than 125 . . . business-financed research groups functioning in American cities, and most states have parallel groups working in the state legislatures. Their major objective is the reduction of education budgets. This can be accomplished only by increasing class size, by cutting staffs, by preventing the building of schools, by restricting curriculums. And they advocate all of these things and others equally detrimental to the education of America's children. Yet they do these things in the name of good government! How short-sighted and callous can they be? Since when have costs been the sole criterion of good government in America? Can practices which deprive children of their educational birthright be called economies or are they betrayals?

"School conditions are reaching so critical a point this year that we may experience the unprecedented spectacle of School Boards Associations publicly calling for additional state aid for education. We may

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even see some school administrators and state school authorities risk official displeasure by calling for more state aid and higher teachers' salaries. But do not count on it.

"We shall call upon our affiliates in the great New York State Federation of Labor to fight, as they always unselfishly have fought, for the educational welfare of all of the children of all the people. That is our major task for the year just ahead of us."

One of the highlights of the convention was a report of a study of teacher morale by a committee headed by Alice Scott, of Mount Vernon.

Dr. Abraham Lefkowitz, one of the most active leaders of the New York Teachers Guild, AFT Local 2, was again re-elected legislative representative of the state federation.

Speaker for the main social event of the convention, the Sunday evening banquet, was AFT Vice-President Rebecca Simonson.

Improvements in state pension system voted by Illinois legislature

Several important changes were made recently in the pension provisions for Illinois teachers outside of Chicago. A bill passed at the last session of the Illinois legislature raised the minimum salary to be considered in the formula for computing the pension from \$1,500 to \$2,400, and increased the maximum salary to be considered from \$4,800 to \$6,000. This change in the law is a direct benefit to those in the salary bracket between \$1,800 (the present state minimum) and \$2,400, and those receiving more than \$4,800. The full benefit of the change cannot be received, however, with-

out teaching at least five more years.

Several examples are given in the table below to show the amount of pension that will be paid under the new provisions.

Another important change is that starting with the fall of 1953, the teacher's contribution is 6% of his salary, instead of 5%, as before.

Benefits for permanent disability were also increased from 30% of the contract salary to 35%, with a minimum of \$840 and a maximum of \$1,500 a year.

In addition, credit on the state pension was extended to those teachers with Korean war service.

Average Considered Salary	Number of Years Taught				
	20 yrs.	25 yrs.	30 yrs.	35 yrs.	39 yrs.
\$1800	\$ 870	\$1050	\$1230	\$1410	\$1440
\$2400	870	1050	1230	1410	1440
\$3000	1050	1275	1500	1725	1800
\$4000	1350	1650	1950	2250	2400
\$5000	1710	2100	2490	2880	3120
\$6000	1950	2400	2850	3300	3600

**No words
needed...**



*Before ever he speaks a word, he asks your love.
In it begins the security he will need forever.*

*The whimper when he's hungry, the sigh of peace
when he's fed and warm, the cuddle of his sleepy
body—all these tell a need that never ends.*

*The need that none of us outgrows: to be safe
and secure in body and heart as long as we live.*

*That each of us is free to make secure the lives
of those we love, is our peculiar privilege.*

*As we take care of our own, we also take care
of America. Out of the security of each home
rises the security of our country.*

*Your security and your country's begin in
your home.*

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Bonds which are turned over to you.

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